

Oakland Elementary

1802 East Durst Avenue
Greenwood, SC 29649

Grades	PK-5 Elementary School	
Enrollment	576 Students	
Principal	Rex A. Coates	864-941-5660
Superintendent	William P. Steed, Ed.D.	864-941-5400
Board Chair	Dru James	864-223-1878

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	46	43	4	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Average	No
2004	Average	Below Average	Yes
2005	Average	Average	No

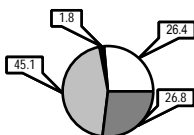
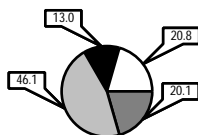
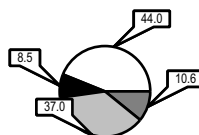
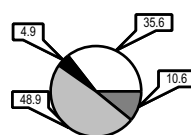
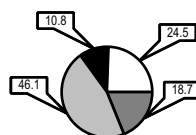
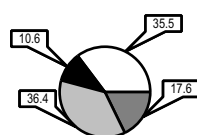
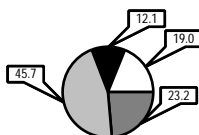
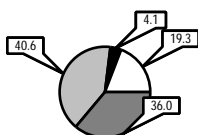
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	300	100.0	26.4	45.1	26.8	1.8	41.5	Yes	Yes
Gender									
Male	153	100.0	30.3	46.5	23.2	0.0	35.9		
Female	147	100.0	22.5	43.7	30.3	3.5	47.2		
Racial/Ethnic Group									
White	126	100.0	16.5	42.1	39.7	1.7	53.7	Yes	Yes
African American	168	100.0	33.8	46.5	17.8	1.9	33.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	236	100.0	17.9	46.6	33.2	2.2	50.2		
Disabled	64	100.0	57.4	39.3	3.3	0.0	9.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	300	100.0	26.4	45.1	26.8	1.8	41.5		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	295	100.0	26.2	44.8	27.2	1.8	41.9		
Socio-Economic Status									
Subsidized meals	175	100.0	37.4	47.9	14.1	0.6	28.8	Yes	Yes
Full-pay meals	125	100.0	11.6	41.3	43.8	3.3	58.7		

Mathematics – State Performance Objective = 36.7%									
All Students	300	100.0	20.8	46.1	20.1	13.0	50.4	Yes	Yes
Gender									
Male	153	100.0	21.1	45.1	19.0	14.8	50.0		
Female	147	100.0	20.4	47.2	21.1	11.3	50.7		
Racial/Ethnic Group									
White	126	100.0	8.3	38.8	28.9	24.0	67.8	Yes	Yes
African American	168	100.0	29.3	52.2	14.0	4.5	38.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	236	100.0	12.6	49.3	22.4	15.7	57.8		
Disabled	64	100.0	50.8	34.4	11.5	3.3	23.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	300	100.0	20.8	46.1	20.1	13.0	50.4		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	295	100.0	20.1	46.6	20.4	12.9	50.9		
Socio-Economic Status									
Subsidized meals	175	100.0	27.0	52.1	17.8	3.1	38.7	Yes	Yes
Full-pay meals	125	100.0	12.4	38.0	23.1	26.4	66.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	300	100.0	44.0	37.0	10.6	8.5	19.0
Gender							
Male	153	100.0	43.0	38.0	9.2	9.9	19.0
Female	147	100.0	45.1	35.9	12.0	7.0	19.0
Racial/Ethnic Group							
White	126	100.0	26.4	39.7	15.7	18.2	33.9
African American	168	100.0	56.1	36.3	6.4	1.3	7.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	236	100.0	35.9	40.8	13.0	10.3	23.3
Disabled	64	100.0	73.8	23.0	1.6	1.6	3.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	300	100.0	44.0	37.0	10.6	8.5	19.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	295	100.0	43.4	37.6	10.4	8.6	19.0
Socio-Economic Status							
Subsidized meals	175	100.0	54.6	36.2	8.0	1.2	9.2
Full-pay meals	125	100.0	29.8	38.0	14.0	18.2	32.2

Social Studies							
All Students	300	100.0	35.6	48.9	10.6	4.9	15.5
Gender							
Male	153	100.0	37.3	47.2	12.0	3.5	15.5
Female	147	100.0	33.8	50.7	9.2	6.3	15.5
Racial/Ethnic Group							
White	126	100.0	24.0	47.9	19.0	9.1	28.1
African American	168	100.0	44.6	49.7	3.8	1.9	5.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	236	100.0	29.6	52.0	12.1	6.3	18.4
Disabled	64	100.0	57.4	37.7	4.9	0.0	4.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	300	100.0	35.6	48.9	10.6	4.9	15.5
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	295	100.0	35.5	49.1	10.4	5.0	15.4
Socio-Economic Status							
Subsidized meals	175	100.0	46.6	46.0	4.9	2.5	7.4
Full-pay meals	125	100.0	20.7	52.9	18.2	8.3	26.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	97	99.0	18.9	29.5	42.1	9.5	51.6
	4	103	100.0	30.7	41.6	26.7	1.0	27.7
	5	96	100.0	24.2	51.6	21.1	3.2	24.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	92	100.0	21.8	43.7	33.3	1.1	34.5
	4	103	100.0	26.3	47.4	24.2	2.1	26.3
	5	105	100.0	30.4	44.1	23.5	2.0	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	97	100.0	15.6	66.7	12.5	5.2	17.7
	4	103	100.0	22.8	46.5	21.8	8.9	30.7
	5	96	100.0	23.2	52.6	14.7	9.5	24.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	92	100.0	27.6	58.6	6.9	6.9	13.8
	4	103	100.0	14.7	40.0	35.8	9.5	45.3
	5	105	100.0	20.6	41.2	16.7	21.6	38.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	92	100.0	46.0	41.4	11.5	1.1	12.6
	4	103	100.0	41.1	38.9	13.7	6.3	20.0
	5	105	100.0	45.1	31.4	6.9	16.7	23.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	92	100.0	25.3	60.9	12.6	1.1	13.8
	4	103	100.0	31.6	52.6	12.6	3.2	15.8
	5	105	100.0	48.0	35.3	6.9	9.8	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 576)				
First graders who attended full-day kindergarten	96.6%	Up from 93.9%	100.0%	100.0%
Retention rate	2.7%	Up from 2.4%	3.2%	3.0%
Attendance rate	96.8%	Up from 96.7%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%	Down from 5.1%	4.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.7%	No change	3.6%	3.2%
Eligible for gifted and talented	10.4%	Down from 11.3%	13.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.2%	Up from 11.9%	9.3%	8.2%
Older than usual for grade	2.8%	Down from 4.3%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	51.2%	Up from 41.5%	54.2%	52.6%
Continuing contract teachers	90.2%	Down from 92.7%	85.0%	83.3%
Highly qualified teachers	92.5%	Down from 97.4%	92.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	92.0%	Up from 90.3%	88.0%	87.0%
Teacher attendance rate	95.0%	Down from 96.7%	95.1%	95.0%
Average teacher salary	\$41,354	Up 5.1%	\$41,823	\$41,703
Prof. development days/teacher	15.2 days	Up from 15.1 days	13.0 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	16.0 to 1	No change	18.9 to 1	18.8 to 1
Prime instructional time	87.9%	Down from 90.4%	89.8%	89.8%
Dollars spent per pupil*	\$6,192	Up 4.2%	\$6,185	\$6,242
Percent of expenditures for teacher salaries*	63.4%	Down from 67.1%	65.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Below Average	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	86.9%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mothers, fathers, grandparents, teachers and many other caring adults teach us the lessons we learn in life. In Lynn Plourde's book, Thank You Grandpa, the grandfather shows his granddaughter the beauty of nature. By passing along his excitement, the grandfather teaches his granddaughter the knowledge to be gained from observing life around her. His gratitude and joy is lovingly shared and passed on to the granddaughter. His steady, consistent influence in his granddaughter's life serves as a reminder of the role of Oakland's teachers, staff and parents in our children's lives.

Oakland's parents, faculty, and staff work cooperatively to achieve an enhanced learning environment for all of our students. The Oakland Math and Science night, a collaborative event sponsored by the School Improvement Council, provided interactive, hands-on science and math activities for all grade levels. The School Improvement Council recruited Wellness Works of Self Regional Health Care as a community partner. Many teacher, parent and community volunteers were instrumental in the success of the Get Fit to Learn program. This program has motivated over one hundred children to begin a regular physical fitness routine either at home or school. Additional opportunities for enrichment came from outdoor learning activities in the Roots and Shoots Garden, off-campus field trips, the Chess Club, musical performances, Accelerated Reader, and the Reading for Treasures reading challenge.

We can never fully express our appreciation to Oakland's faculty and staff who work diligently each day to meet the needs of our students. New staff development opportunities such as balanced literacy and Closing the Achievement Gap enrich the curriculum for all students. First grade teachers motivated their students to read 100 books and everyone met the challenge. A school-wide balanced literacy program allows for more individualized literacy instruction for all students while a full-time literacy coach works with teachers in grades 3-5 with reading strategies. Teacher-written grants totaling over \$7,200 provide additional literacy support and much needed classroom materials. The addition of the computer lab assists students using individualized and standards-based math software. Trail Time—Time to Remediate or Accelerate Individual Learners provides time for students in third through fifth grade to work with a teacher in a small group setting.

In addition to striving for academic success, Oakland students, parents, faculty and staff have shown their commitment to the community through their charity and kindness. Oakland exceeded its United Way goal by an additional 30%. Oakland students raised over \$2,836 for Jump Rope for Heart and donated over \$400 to the local Humane Society. Oakland's strong parent and community support led to several very successful fundraisers. The spring carnival was a huge success and the new Blazer Bucks program is off to a good start. The purchase of ten new computers by the PTO for the media center allows students more access to technology.

Oakland faculty, staff, students, and parents can be proud of their accomplishments. We are grateful for everyone's contributions to Oakland!

Lori Housand, SIC Chair and Rex A. Coates, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	100	52
Percent satisfied with learning environment	95.7%	90.8%	92.3%
Percent satisfied with social and physical environment	82.6%	83.7%	86.3%
Percent satisfied with school-home relations	82.6%	92.0%	84.0%

*Only students at the highest elementary school grade level at this school and their parents were included.